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PROJECT GUIDELINES FOR THE DEVELOPMENT OF PROJECTS UNDER TITLE I. REVISED.

KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

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THESE GUIDELINES OUTLINE SUGGESTIONS FOR (1) PLANNING AND EVALUATING COMPENSATORY EDUCATION PROJECTS FUNDED UNDER THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT, (2) DECIDING ON PROJECT ACTIVITIES, (3) DETERMINING TARGET AREAS AND BUDGET, AND (4) WRITING PROGRAM DESCRIPTIONS. THEY ALSO CONTAIN RECOMMENDATIONS FOR USE OF TEACHER AIDES, SUMMER SCHOOLS, SUPPORTIVE HEALTH SERVICES, CONSULTATIONS, USE OF FUNDS TO SUPPLEMENT SALARIES AND FOR EDUCATIONAL TELEVISION, EVALUATION OF APPLICATIONS WITH PROVISIONS FOR SCHOOL CONSTRUCTION, AND PROCEDURES FOR AMENDING THE PROJECTS. (LB)

05335

THE ELEMENTARY AND SECONDARY ACT OF 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROJECT

GUIDELINES

revised

FOR THE DEVELOPMENT OF PROJECTS UNDER TITLE 1

PREPARED BY

KENTUCKY DEPARTMENT OF EDUCATION

FRANKFORT, KENTUCKY

ED016739

The Kentucky State Department of Education and The Disadvantaged

The Kentucky State Department of Education has always had as its primary goal an educational program as accessible as possible to each citizen to enable the individual to develop his full potential. With this as a goal, programs must be developed which will reach the citizen unable to participate satisfactorily in the regular or ordinary school routine.

Today, American society has become more sensitive to the fact that economic deprivation and social discrimination are as severe a handicap to the citizen as any physical disability or inadequate school facility. As a result of this sensitiveness of the American society, Congress, "...in recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, declared it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children."

This declaration of policy is contained within Title I of The Elementary and Secondary Education Act of 1965. Title I - the major

part of the Act - provides financial assistance to local school systems to assist the educationally deprived children residing in concentration areas of low-income families.

The responsibility for administering Title I in Kentucky rests with the State Department of Education. During fiscal year 1966, the Title I office at Frankfort received and processed 265 project applications from 196 local school systems and one project each from the Kentucky School for the Deaf and the Kentucky School for the Blind. These projects represented more than $28 million in remedial services, summer programs, construction, in-service teacher training, and kindergarten programs.

The Kentucky State Department of Education is indeed fortunate to have these additional funds to help it realize more fully its goal - an educational program as accessible as possible to each citizen.

The following Guidelines should assist local school officials plan and write project proposals to meet the special educational needs of educationally deprived children. This material is intended to expedite, not to limit project planning.

Harry M. Sparks
Superintendent of Public Instruction

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GENERAL BACKGROUND

Definition of Terms

The purpose of Title I of the Elementary and Secondary Education Act of 1965 is to provide for the special educational needs of educationally deprived children.

"Educationally deprived children" means those children in a particular school district who have the greatest need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special educational assistance is a result of poverty or cultural or linguistic isolation from the community at large.

"The Title I program" means an over-all plan with respect to funds made available under Title I during a fiscal year which is intended to be put into effect in a school district through individual projects of which it is the sum. In other words, a program is the sum of numerous projects. On the other hand, if a local school district decides to develop just one major activity area, this would become a Title I program.

"The Title I project" means an activity or set of related activities proposed by a local school district and designed to meet certain special educational needs of educationally deprived children in a designated area. It should be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs.

"Low-Income factor" means the limit of family annual income which is used in determining families with low annual incomes for the purpose of Title II of the Act. For fiscal year 1966, the low-income factor is $2,000. For fiscal year 1968, the low-income factor is $3,000.

"Federal Percentage" means the percentage of the average per pupil expenditure in a state or, effective in 1968 the average per pupil expenditure in the United States for a prior fiscal year, which is used in computing maximum grants under Title II of the Act. The grants will be determined by the per pupil expenditure by the State or the United States, whichever is greater. Federal percentage is fifty percent.

"Fiscal year" means a period beginning on July 1 and ending on the following June 30 (a fiscal year is designated in accordance with the calendar year in which the ending date of the fiscal year occurs.) Fiscal year projects may be carried out and funds obligated through August 31.

Title I projects should be designed to alleviate the most pressing need of the educationally deprived students in the local education district. The term educationally deprived might and probably does include economically deprived children; however, the services in any given project should not be based on an economically deprived factor, but on an educationally deprived factor.

The State Department of Education shall approve projects from local school districts which are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of these educationally deprived children.

- The size of the program or projects will be determined by the funds, resources, and number of children involved.
- The scope will be determined by the specific needs to be met.
- The quality will be judged by the clarity of the objectives to be met, the plan to meet those objectives, and provisions to evaluate the results of the project.

Planning the Project

As local school officials plan a project to meet specific needs, consideration should be given to:

- available resources----teachers, equipment, materials, and facilities
- addition of new staff such as teachers, social workers, and staff aides
- availability of other sources of funds such as NDEA, Title III, ESEA, Title II, and OEO funds, to cite but three sources
- purchase of new equipment and materials
- remodeling of available facilities
- renting facilities
- a combination of these

The district should also consider projects that may operate more effectively when carried out through a cooperative agreement with adjacent districts.

Cooperative Projects. Districts should join together and provide cooperative projects when the limited enrollment or availability of funds available to any school system prohibits it from providing needed services.

- Cooperative services may include shared personnel, instructional materials, physical facilities, and consultative services to assist in evaluation
- The application should be approved by each board of education entering into the cooperative agreement. A school district may apply for both individual projects and cooperative projects; however, the district must submit separate proposals for each project requested
- A cooperative agreement of one district with another is desired when a single district's proposal would include
    - a service for which the cost per pupil exceeds an acceptable cost for such a service

- a service whose quality is enhanced when provided for a larger group of students with common needs

- A service which could include experimentation if offered by more than one district.

- In projects undertaken jointly by two or more local districts, the project area that lies in each district shall be a designated area of concentration on the same basis as it would if the project had been undertaken separately by each district and each shall pay the prorata costs.

Describe the plan to be followed in making project activities and services available to educationally deprived children in non-public schools.

Project proposals for a basic grant must present evidence that the project services and activities can be made available for educationally deprived children attending non-public schools in the district.

Public schools officals, in cooperation with representatives of non-public schools, should plan cooperatively the educational services and arrangements for these children.

Non-public schools must show incidence and severity of need for the services proposed for them.

Such services and arrangements may include the following:

- instructional materials and equipment may be temporarily placed in non-public schools. (The title to materials and equipment remains with the public school district.)

- Public school personnel may be made available to the non-public schools to provide specialized services which meet the needs of the educationally deprived students in the non-public school. Title I funds may not be used to pay non-public school personnel.

- Non-public disadvantaged students may come to the public school for specialized services designed to meet their needs.

Give specific plans and procedures to be followed in evaluating the results obtained by project activities.

Give specific procedures and activities to be undertaken for the dissemination of significant information derived from research projects and for the adoption of promising practices.

The district must establish a plan for dissemination to the staff of significant information derived from research projects, experimental programs within the school district, and experimental programs in other school districts for the purpose of adopting practices that show promise of meeting the needs of educationally deprived children.

The plan for dissemination should consist of five parts:

- identifying promising practices
- reviewing and evaluating practices
- reporting practices to the faculty
- applying practices to the local situation
- adopting practices when feasible

Methods for carrying out the plan may include the following:

- assigning committees to review and to evaluate research programs in the local schools
- assigning committees to review and to evaluate experimental programs in the local schools
- assigning individuals or groups to visit other districts having experimental programs
- reporting to the faculty through
  - in-service education
  - staff meetings
  - newsletters
  - educational television

Describe the plan for <u>coordination</u> of <u>project activities with Community Action</u> projects.

A project or a program offering similar services to the same group of children cannot be operated with funds from both Title I of the Elementary and Secondary Education Act of 1965 and Title II of the Economic Opportunity Act of 1964 for Community Action Programs. However, funds from each of these acts may be used to finance identifiable portions of a single project.

If a Community Action program is operating any projects that provide services for elementary or secondary school children, the local district must coordinate the services from that source with projects financed with funds from Title I in order to avoid duplication of effort.

Programs for the Disadvantaged

The Elementary and Secondary Education Act of 1965 is designed to support programs, not to buy equipment, raise salaries or build buildings. These latter specific things can be done, but it is the value of the program that will ultimately determine the success of the Act.

Here is a list of activities to serve educationally deprived children taken from Title I projects approved in Kentucky during the first year of The Elementary and Secondary Education Act of 1965, as well as the current school term:

1. In-service training for teachers who have Title I job responsibilities;

2. Supervisory personnel and full-time specialists for improvement of instruction and to provide related pupil services;

3. Remedial programs--especially reading and mathematics;

4. Library Services;

5. Increased guidance services;

6. School health, psychiatric and psychological services;

7. Provision of clothing, shoes and books where necessary;

8. Activities designed to improve physical fitness and develop sportsmanship;

9. Special classes for mentally retarded, physically handicapped and socially maladjusted children;

10. Teacher aides;

11. Supplementary instructional materials;

12. Curriculum materials center for disadvantaged children;

13. Home and school visitors and/or social workers;

14. Preschool training programs;

15. Program for the early identification and prevention of dropouts;

16. Arts and crafts programs during summer vacation;

17. Field trips for cultural and educational development;

18. Scheduling of concerts, dramas and lectures; mobile art exhibits and libraries;

19. Team tutoring;

20. School plant improvements--special rooms for reading and handicapped services, libraries, kitchens and cafeterias;

21. Saturday morning special opportunity classes;

22. After school study centers;

23. Summer workshops to develop curriculum guides and prepare learning materials;

24. Establish a professional library;

25. Post-school conferences and workshops;

26. In-service for aides.

EVALUATION OF PROJECT EFFECTIVENESS

Evaluation of the effectiveness of the project is of the utmost importance. Decisions have to be made concerning the continuance of procedures being followed or possible changes that would give promise of a more effective program. In fact, effective evaluation procedures may indicate that efforts to improve the opportunities for the students involved may be redirected in an entirely different manner. It is not only the responsibility of the local education agency to conduct studies and evaluation procedures to determine the educational validity of the project, but also to report the findings to the State Department of Education.

Some important considerations in evaluation procedures are as follows:

1. Organizing for evaluation involving the total staff concerned with implementing the project;

2. Determining valid baseline data;

3. Establishing the design or evaluation procedures to be followed, including the use of multiple approaches in studying the accomplishment and behavior of students;

4. Determining the actual measuring instruments and evaluation devices to be used;

5. Studying the ways that data can be collected so that it can be studied effectively and reported intelligently.

The Guide to Evaluation of Title I Projects contains much valuable information for those responsible for providing leadership in evaluation procedures. With some changes, the resource material contained in this publication has been reproduced by the Office of Evaluation, Bureau of Instruction, and has been made available to Evaluators of Title I Projects serving local education agencies in the Commonwealth.

For additional information on Evaluation, contact:

Mr. Claude A. Taylor
Coordinator of Evaluation
Bureau of Instruction
State Department of Education
Frankfort, Kentucky 40601

TARGET AREA DETERMINATION

Title I of the Elementary and Secondary Education Act of 1965, provides financial assistance to eligible local school districts for the purpose of developing special educational programs for educationally deprived children residing in high concentration area(s) of low-income families. Once a local school system is notified of its Title I grant, the target or project area(s) within the district must be identified.

Federal Guidelines provided by The U.S. Office of Education identify a target or project area eligible to have Title I funds used to finance special educational programs. The definition is as follows:

School Attendance Areas Having High Concentrations Of Children From Low-Income Families

The applying local educational agency will, unless otherwise instructed by the State Educational Agency, attach to its Part I application a list of all school attendance areas with high concentrations (at least as high as for the district as a whole) of children from low-income families, ranked in order of concentration. The ranking should be based on family income data or data indicative of low income, such as payments of aid to families with dependent children (AFDC) under Title IV of the Social Security Act, and other welfare data; health statistics; housing statistics; and data from school surveys that contain information on or related to family income. In all cases, the listing should show how and on what basis areas of high concentration of low-income families were selected and ranked.

Usually an individual school attendance area is a fairly well-defined part of the school district and has fixed boundaries. Some schools, however, have no fixed boundaries; they draw generally from the children who live around them but are also open, on a space available basis, to any child from any part of the school district. But regardless whether school attendance area boundaries are fixed or not, the local educational agency can still rank its schools in order on the basis of the concentration of children from low-income families that each school serves.

The school attendance areas with concentrations of children from low-income families at least as high as for the district as a whole may be selected and ranked on a percentage basis or, in the event that there are wide variances in the sizes of the schools, on a numerical basis. A combination of these two methods may be used, if necessary to avoid inequities in the administration of programs. The objective is to reach the children in areas with high concentrations of low-income families. The

local educational agency should use the ranking in such a way that this objective can be reached most effectively.

Secondary school attendance areas may be ranked separately from elementary school attendance areas on the basis of numbers of secondary school-age children from low-income families, or they may be ranked on the basis of the number of percentage of such children aged 5 through 17 residing in the elementary attendance areas served by the secondary school or schools. In general, a secondary school whose attendance areas comprise several elementary areas with high concentrations of children from low-income families should also be considered an eligible area for a project.

If projects are approved for each of the attendance areas having as high a concentration of children from low-income families as the district as a whole, additional attendance areas in descending order of concentration may be designated as project areas, but only if the State Agency determines that projects to meet the most pressing needs of educationally deprived children in areas of higher than average concentrations have been approved and adequately funded.

In certain cases, a whole school district or a combination of contiguous school attendance areas may be regarded as a single area of high concentration of children from low-income families. This may be done, however, only if there are no wide variances in the concentrations of such children among the several school attendance areas.

In view of the basic intent of The Elementary and Secondary Education Act of 1965 and the definition of a target or project area(s), the Kentucky State Department of Education has developed a set of guidelines to assist local school districts in identifying eligible attendance areas for future Title I programs.

Guidelines

1. A local school district that has only one attendance area is not required to conduct a survey to determine the project or target area. The single attendance area is automatically designated as the target or project area.

2. A local school district that has forty percent or more of its 1964-65 census eligible under Title I could, if it so desired, develop a Title I program to serve all attendance areas. If a local school district does qualify under this provision but determines that there are extremely high concentration areas of low-income families, then such high concentration areas should be identified and the Title I program should be

concentrated in such areas.

3. School districts with more than one attendance area and with less than forty percent of the 1964-65 census eligible under Title I shall be required to identify target or project area(s) according to one of the following methods.

I. Percentage Concentration Method

A. Determine the total number of children residing within the entire school district.

1. Students enrolled in public schools

2. Students enrolled in non-public schools

3. Students not enrolled in any school

B. Determine according to some type survey the total number of children from low-income families within each attendance area.

1. School survey related to family income

2 Free school lunch data

3. Aid for dependent children payment data

4. Census data related to family income

5. Other (Specify)

C. Calculate the percentage concentration of children from low-income families who reside within the entire school district.

D. Determine the total number of children who reside within each attendance area or center.

E. Calculate the percent of children from low-income families who reside within each attendance area or center.

F. List each school which has a percentage concentration of children from low-income families as high as or higher than the average for the district as a whole.

SAMPLE CALCULATION ACCORDING TO PERCENTAGE CONCENTRATION METHOD

(1) Public Schools	(2) Number of Children, Total	(3) Number of Children, Low-Income	(4) Percentage Concentration Each Attendance Area	(5) Attendance Area Eligible to Participate in Title I Program
Coretown Elementary	355	85	23.9%	Yes
Ridge Elementary	510	90	17.6%	No
Mount Elementary	190	40	21.0%	Yes
Moore Co. Elementary	395	75	18.9%	No
Moore High School	550	110	20.0%	Yes
Totals:	2000	400		

Percentage concentration for entire district (3) ÷ (2) = 20%

II. Numerical Concentration Method

A. Determine the total number of children from low-income families within the entire school system. Use methods listed in I A.

B. Count the total number of school centers within the entire school system.

C. Determine the average numerical concentration of children from low-income families for the entire school district.

D. List the school attendance areas with an average numerical concentration of children from low-income families as high as or higher than the numerical average for the entire school system.

SAMPLE CALCULATION ACCORDING TO NUMERICAL CONCENTRATION METHOD

Public Schools	Number of Children Low-Income	Attendance areas eligible to Participate in Title I Programs
Coretown	85	Yes
Ridge Elementary	90	Yes
Mount Elementary	40	No
Moore Co. Elementary	75	No
Moore County High	110	Yes
Totals:	400	

Total Number of Schools - 5

Average numerical concentration - 400 divided by 5 equals 80

III. Combination Percentage and Numerical Concentration Methods

When using this method follow the same procedure outlined in I and II. Then, the following additional steps are necessary:

A. Rank each school attendance area according to percentage concentration method.

B. Rank each school attendance area according to numerical concentration method.

C. Add the final ranking and divide by the total number of public schools considered. Those with an average as high as or higher than the average for the entire school district will be eligible to participate in Title I programs.

SAMPLE CALCULATION ACCORDING TO COMBINATION PERCENTAGE - NUMERICAL CONCENTRATION METHODS

(1) Public Schools	(2) Number of Children, Total	(3) Number of Children, Low-Income	(4) Percentage, Low-Income Children	(5) Percentage Ranks	(6) Numerical Rank	(7) Final Ranking	(8) Eligible
Coretown Elementary	355	85	23.9	1	3	4	No
Ridge Elementary	510	90	17.6	5	2	7	Yes
Mount Elementary	190	40	21.0	2	5	7	Yes
Moore Co. Elementary	395	75	18.9	4	4	8	Yes
Moore Co. High	550	110	20.0	3	1	4	No
Total:	2000	400	100.0			30	

Total Final Ranking, 30 (Col 7) divided by 5 (Total Number of Schools) = 6

Special Notes:

1. Elementary, junior high, and secondary schools may be ranked separately if so desired.

2. Use the method that will enable you to serve the greatest number of educationally deprived students.

3. If it is determined that attendance areas with a percentage or numerical concentration of children from low-income families lesser than the average for the entire school district should be considered eligible to participate in Title I programs, the State Department of Education must concur in such a decision. The eligible attendance areas must have adequately funded programs prior to additional attendance areas being declared potentially eligible.

Program Description

Complete a separate report on the items listed below and attach it to the original and three copies of Part II - Project Application (OE-4305). Also, attach a budget detail. (See following budget detail example).

1. Describe in specific language the incidence and severity of need for the activities and services. This applies to all major activities proposed.

2. Detailed description of major activities and services to be implemented.

   A. What activities and services will be rendered?

   B. Who will carry out the activities and services?

   C. Where will the activities and services be implemented?

   D. When will the activities and services be rendered? Provide a schedule of services and activities.

   E. Specific procedures and activities for in-service training of personnel who have Title I job responsibilities. (Teachers, teachers' aides, etc.)

3. Detailed description of the supportive activities and services to be rendered.

   A. What activities and services will be rendered?

   B. Who will carry out the activities and services?

   C. Where will the activities and services be implemented?

   D. When will the activities and services be rendered? Where applicable, provide a schedule of activities and services.

4. Specific procedures and activities for dissemination of significant information derived from research and demonstration projects.

5. Provisions made to include eligible students who attend non-public schools.

PROJECT BUDGET - DETAIL

100 ADMINISTRATION:

Code	Activity	Salary	Contracted Services	Other
	1 Coordinator, 12 months @ $600.00 per month	$7,200.00*		
114	1 Secretary, 12 months @ $200.00 per month	2,400.00**		
121	Audit Services		$100.00	
132	4000 miles @ 8¢ per mile			$320.00
133	Postage and office supplies			175.00
134	Printing and Publishing			75.00
	Totals	$9,600.00	$100.00	$570.00

200 INSTRUCTION:

214	5 Secondary teachers, 9¼ months @ $550.00 per month	$25,437.50*		
215	10 Elementary teachers, 9¼ months @ $550.00 per month	50,875.00*		
221	5 Teacher Aides, 9¼ months @ $200.00 per month per aide	9,250.00**		
223, 224	Substitute teachers	500.00		
232	Contractual services with university to evaluate project		$250.00	
251, 252	Testing Materials			$500.00
255, 256	Teaching supplies (See Exhibit A)			$5,000.00
	Totals	$86,062.50	$250.00	$5,500.00

300 ATTENDANCE:

NONE

* Teacher Retirement
** Social Security

PROJECT BUDGET - DETAIL (CONT'D)

421	Contractual services with Local Health Department		$4,000.00	
421	Contractual services with doctor, dentist, psychologist	$1,500.00		
431	Food costs 4375 meals @ 25¢ per meal			$1,093.75
431	Miscellaneous fund for clothing, haircuts, eyeglasses			$1,000.00
	Totals	$1,500.00	$4,000.00	$2,093.75

500 PUPIL TRANSPORTATION:

NONE

600 OPERATION OF PLANT:

SEE EXHIBIT "B"	$1,424.55		$3,323.85
Totals	$1,424.55	-0-	$3,323.85

700 MAINTENANCE OF PLANT:

SEE EXHIBIT "C"	$809.55		$2,870.10
Totals	$809.55	-0-	$2,870.10

800 FIXED CHARGES:

811	Social Security - Matching $11,650.00 x 4.4%			$512.60
812	Teacher Retirement - Matching $83,512.50 x 7%			$5,845.88
	Totals	-0-	-0-	$6,358.48

900 FOOD SERVICES:

DO NOT USE THIS CODE. CODE IN THE 400 SERIES.

1000 STUDENT BODY ACTIVITIES:

DO NOT USE THIS CODE.

1100 COMMUNITY SERVICES:

NONE

1220c MINOR REMODELING:			
SEE EXHIBIT "D"		$1,269.60	
	-0-	$1,269.60	-0-
1230 INITIAL OR ADDITIONAL EQUIPMENT			
SEE EXHIBIT "E"			$15,000.00
Totals	-0-	-0-	$15,000.00

NOTE:

1. Refer to the Uniform Financial Accounting Manual, Volume 30, provided by the State Department of Education. This is the manual used to determine how receipts and expenditures should be coded. Code Title I expenditures in exactly the same manner you would code general funds.

2. Do not use Codes 900 and 1000. Code food services in the 400 series (Health Activities).

3. In the Budget Detail, you are advised not to list any of the activities and services to be rendered. You are advised to list all the activities and services within the program description.

4. The coordinator's salary could be coded 113, 117, or 213.

5. When transferring the totals from the budget explanation to the budget section of the project application form, you are advised to round off all figures to the nearest dollar amount.

6. Make certain you read all the directions prior to completing the budget section of the project application form. In fact, this applies to all sections of the project application form.

EXHIBIT A

TEACHING SUPPLIES

Item (Description)	Total Number	Cost Per Unit	Total Cost

TOTAL: $5,000.00

NOTES:

1. You are not required to identify items by brand name. For example, you could list Ditto Paper, 16#.

2. The total should equal the amount shown in the budget explanation for teaching supplies. This is in the 200 Code.

3. Work with staff members who will be conducting the Title I program in your local school system. Feel free to contact staff members in the Bureau of Instruction for assistance in determining the teaching supplies needed. If you are working with a professor at the university in setting up your Title I program, get his ideas as to the supplies needed; however, the local school agency must make the final decision.

EXHIBIT B

OPERATION OF PLANT COSTS

I. Total costs for Operation of Plant during the 1965-66 school term -- $40,520.00

A. Salaries 30%

B. Other 70%

II. Number of classrooms and special areas used at each school during the 1965-66 school term.

Name of School	Classrooms	Cafeterias*	Gyms.**	Offices	Library	Other	Total
LEE	7	1	1	1	1	-	16
CARR	8	1	1	1	1	-	17
RIDGE	16	1	1	3	1	-	27
CORETOWN	8	1	1	1	1	-	17
MOUNT	6	1		1	1	-	10
MOORE CO. HIGH	25	1	1	4	1	4	41
Totals	70	12	25	11	6	4	128

* Each cafeteria was figured as two classrooms.
** Each gymnasium was figured as five basic classrooms.

III. Average cost for each basic classroom as calculated above for Operation of Plant:

A. $40,520 divided by 128 = $316.56

1. Salaries - $316.56 x 30% = $94.97

2. Other - $316.56 x 70% = 221.59

IV. Number of classrooms to be used in this project - - - 15

V. Total cost of Operation of Plant

	Salaries	Contracted Services	Other
A. 15 x $94.97	$1,424.55		
B. 15 x $221.59			$3,323.85
Totals	$1,424.55	-0-	$3,323.85

NOTES:

1. You cannot charge Operation of Plant costs against Title I unless additional rooms are being used to carry out the Title I program. For example, if you are using teacher aides and the Title I program is being carried out in the regular classroom, you cannot charge any Operation of Plant costs to the Title I account.

2. If Operation of Plant costs can be legally charged against the Title I funds you may transfer the funds to the General Fund on a monthly, quarterly, or annual basis. If salaries are included for Operation of Plant costs they must be paid to the individual who is rendering the extra service due to the Title I program.

3. Use the most recent Operation of Plant costs shown on the Annual Financial Report.

EXHIBIT C

MAINTENANCE OF PLANT COSTS

1. Total cost for Maintenance of Plant costs during the 1965-66 school term -- $31,400.00

   A. Salaries 22%

   B. Other 78%

II. Number of classrooms and special areas used at each school during the 1965-66 school term.

   See Item II in Exhibit B.

III. Average cost for each basic classroom as calculated above for Maintenance of Plant.

   A. $31,400.00 divided by 128 = $245.31

      1. Salaries $245.31 x 22% = $53.97

      2. Other $245.31 x 78% = $191.34

IV. Number of classrooms to be used in project -- 15

V. Total cost of Maintenance of Plant

	Salaries	Contracted Services	Other
A. 15 x $ 53.97	$809.55		
B. 15 x $191.34			$2,870.10
Total	$809.55	-0-	$2,870.10

NOTES:

1. The same points apply to Maintenance of Plant costs that apply to Operation of Plant costs except for salaries. Salary costs will not be paid to an individual. These funds will be paid directly to the board of education.

EXHIBIT D

MINOR REMODELING

Name of School	Alterations
Lee Elementary	1. Partition to be erected in the back portion of the existing library. 2. Adequate lighting system needs to be installed.
Carr Elementary	1. Installation of adequate lighting system.
Moore County High	1. None
Ridge Elementary	1. None
Coretown Elementary	1. Installation of adequate lighting system.
Mount Elementary	1. None

Notes pertaining to minor remodeling:

I. Lee Elementary

A. Dimensions of room - 21' wide - 10' high

B. Material to be used in constructing the partition;

1. 5/8" plasterboard
2. 2" x 4" studding, plating, etc.
3. Paint, 2 coats
4. Nails

C. Budget cost per square foot to erect the partition:

1. Number of square feet - 210
2. Cost per square foot - $2.00
3. Total cost -- $420.00

II. Other Moore County Schools where adequate lighting facilities are needed.

A. Lighting fixtures at each center.

1. Six 8' fluorescent fixtures with two tubes - $31.20 per unit.

2. Labor costs to install six fixtures - 36.00 per school.

3. Wiring costs.

   a. $20 for first outlet in each line
   b. $5 for each additional outlet in each line.
   c. Total cost - $60 per school.

III. Recapitulation costs for minor remodeling.

Project	Salary	Contracted Services	Other
Partition of Lee Elementary		$420.00	
Installation of adequate lighting at Lee, Carr, and Coretown Elementary Schools	-0-	849.60	-0-
		$1,269.60	

NOTE:

1. If total cost of remodeling exceeds $2,000.00, then it is not considered minor remodeling.

2. If minor remodeling is to be done by local school board's labor force, the budget explanation should reflect the amount for "Salaries" and "Other" costs. If the work is to be done with a contractual agreement, enter the total cost under "Contracted Services."

3. Contact the Division of Buildings and Grounds to see if a Federal Wage Rate has to be determined.

EXHIBIT E

EQUIPMENT

Item (Description)	Total Number	Unit Cost	Total Cost
		Total	$15,000.00

NOTES:

1. You are not required to identify each item by brand name. For example, you could state "Overhead Projector."

2. The total should equal the amount shown in the budget explanation for equipment.

GUIDELINES FOR EVALUATING TITLE I PROJECT APPLICATIONS WITH PROVISIONS FOR SCHOOL CONSTRUCTION

Introductory Statements

The Elementary and Secondary Education Act of 1965 contains the following statements relative to Title I funds being used for school construction:

> " (1) that payments under this title will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities)..."
>
> " (4) in the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities ..."

The Federal Register, Volume 30, Number 178, has a section devoted to construction. It states, "A project application may not cover the construction of school facilities except in the exceptional cases in which construction is demonstrated to be essential to assure the success of a program or project under Title II of the Act."

Note: Title II in this instance refers to Title II of Public Law 874 which is the same as Title I of Public Law 89-10.

A staff memorandum prepared by a General Subcommittee on Education, Education and Labor Committee, U.S. House of Representatives, contains the following statement relative to the use of Title I funds for construction of school facilities. "If a school district were to use all of its entitlement for the construction of a building or for building purposes no funds would be available for actual improvement of curricula or the quality of the academic program with no resulting improvement in the achievement of the children attending the school. Herein lies the difficulty confronting the application of Title I funds to the many varied needs of our school districts."

In view of the excerpts from the Act, the Federal Register, and the staff memorandum, the Kentucky State Department of Education has hereby adopted the following guidelines to serve as a basis for evaluating the construction requests in Title I project applications:

I. There must be a relationship between the educational program and the proposed construction. A Title I project application devoted exclusively to construction shall not be considered an

approvable application. The school system shall be required to relate the proposed construction phase of the project application to the part of the academic program identified as needing special emphasis.

II. The school district shall be required to identify those services and activities to be carried out during the period of construction. Supportive services such as food services, teacher aides, activities beyond the normal school day, and classroom use of specialized materials purchased from Title I funds may be considered. It is fully realized that many of these activities and services would not yield maximum results; however, they should provide some benefit to the educationally deprived child.

III. The availability of funds in the capital outlay account and the bonding potential of the school district requesting construction shall be considered. Those districts having bonding potential and capital outlay funds that aren't obligated shall be expected to use such funds for construction rather than Title I funds The total school board shall be required to certify it does not have unobligated local or state funds available to finance the proposed construction.

IV. Correlation between the number of children coming from low-income families according to the 1960 census and the 1965 school membership of the school district proposing construction shall be given consideration. A district with a high percentage of children from low-income families shall be able to justify the use of Title I funds for construction costs more easily than a district with a low-percent of such children.

V. The expenditures for the proposed construction costs in terms of district's total allotment shall be given serious consideration. It will be extremely difficult for a district to justify using in excess of 25 percent of its Title I allocation for construction costs.

VI. Construction will not be approved at any non-permanent school site.

In reading these guidelines all local school leaders are encouraged to consider each point as it relates to all of the Title I regulations and guidelines distributed to each district.

Construction requests must be described in precise details explaining the relationship of the proposed construction with the services being proposed in the project. The construction proposal must also be accompanied by a single-line drawing.

GUIDELINES FOR SUPPORTIVE HEALTH SERVICES IN CONJUNCTION WITH TITLE I PROGRAMS

Numerous local school districts have made or are making plans to include supportive health services in conjunction with their Title I program. To assist local school superintendents develop projects that include supportive health services, the following guidelines have been developed by the State Department of Education working in conjunction with the State Department of Health:

I. Follow the established procedure for the development of a Title I Project Application.

   A. Establish the incidence and severity of need for the supportive health services.

   B. Determine the job qualifications for personnel who will render the supportive health services. (See Exhibit A for information relative to a registered nurse.)

   C. Provide a detailed explanation of the supportive health services and activities to be rendered in conjunction with the project.

      1. This could include complete medical examinations, feeding programs to include breakfast, purchasing eyeglasses, hearing aids, clothing, and shoes, to cite a few examples.

      2. Funds may be earmarked to provide psychological and psychiatric help for youngsters emotionally disturbed.

   D. Determine the supplies and equipment needed to facilitate the supportive health services and activities.

      1. Work with the local health department to determine these needs.

      2. Make arrangements to order films and other materials through the county health department.

      3. Include sufficient funds to pay for film rentals, health supplies and materials.

      4. Provide funds to pay for the return postage of films.

   E. Include within the entire budget explanation the proposed budget for the supportive health services.

II. There are two procedures a local school district could follow in providing supportive health services or activities.

A. By contractual agreement, arrange for the supportive health services through the local health office and/or the local board of health. (See Exhibit B for a sample contractual agreement.)

1. This would provide the medical and legal status to function.

2. Employees would receive orientation and training which should result in a higher caliber of supportive health services being rendered.

3. The coordinated efforts would provide a more comprehensive health service to the school age child.

4. Certain consultative services could be rendered more effectively by the State Department of Health regional personnel. This could include the areas of nursing, sanitation, nutrition, and health education.

B. The local school board could employ personnel to render the proposed supportive health services.

1. Determine work areas which would not require medical authorization.

2. Work cooperatively with the local health department to avoid duplication and overlapping of activities. This would result in an expansion of health services to the school age child.

3. Work cooperatively to determine the most pressing health needs within the school thereby meeting more effectively the health needs of the school and community.

4. Determine the salaries to be paid personnel who will render the supportive health services.

a. Salaries should be comparable to those paid personnel rendering similar duties within the community.

b. Make provision to pay mileage for the use of a privately owned vehicle. This would be in accordance with the local school board's policy for travel allowance.

In conculsion, the State Department of Education recommends the local school board enter into a contractual agreement with the local health department to provide the supportive health services.

EXHIBIT A

THE REGISTERED NURSE

From a legal and professional standpoint, the activities of a registered nurse are greatly limited unless she is under the supervision of a physician or Board of Health. The skills of a registered nurse are in short supply and should be used to the greatest advantage.

Thus, in writing up the projects for the health services under Title I without contractual arrangement with the local health department, one has the following options:

1. To employ a registered nurse to do limited work such as first aid, hearing and vision testing, weighing and measuring, school health records, etc., none of which require the skill of a registered nurse or any medical supervision, and could be done by a health aide or other sub-professional worker.

2. To employ a nurse <u>and</u> provide medical supervision for more sophisticated services such as, immunization, skin testing, medication, etc.

3. To encourage the school nurse to coordinate her limited activities (without medical supervision) with that of the local health department in order to avoid duplication, conflict and waste of trained personnel.

PERSONAL SERVICES CONTRACT
NURSING CONSULTANT SERVICES

THIS AGREEMENT, made and entered into this _____day of_____, 19__, by and between the _____DEPARTMENT OF HEALTH,_____ Kentucky, hereinafter referred to as the First Party, and the_____ BOARD OF EDUCATION, _____ Kentucky, hereinafter referred to as the Second Party:

WHEREAS, the Second Party, in the exercise of its lawful duties, had determined upon the necessity of the performance to the following described function, to wit: the need for nursing consultative services for the _____schools of the _____BOARD OF EDUCATION.

NOW, THEREFORE, it is hereby and herewith mutually agreed by and between the parties hereto as follows:

1. The First Party agrees to furnish one registered nurse who shall be supervised by the _____Health Officer:
   (1) To supervise school health workers;
   (2) To render nursing care to sick children in school;
   (3) To keep and maintain school health records on each child;
   (4) To supervise all screening health tests for children; and
   (5) To perform such other duties as may be designated by the Health Officer.
2. For the services as hereinbefore set forth the Second Party agrees to pay to the First Party, in the manner of method hereinafter described, the sum of _____ per month payable monthly upon the receipt of appropriate billings.

3. The period within the current fiscal year in which the subject services are to be performed is from _____, to _____.

4. Either Party shall have the right to terminate and cancel this agreement at anytime upon thirty days' written notice served upon the other Party.

5. Both Parties hereby agree to comply and state that they are in compliance with Title VI of the Civil Rights Act of 1964 and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (54CFR Part 80) of that title.

FIRST PARTY

BY _____
Health Officer

_____ Health Department

SECOND PARTY

BY _____
Authorized Officer

_____ Board of Education

APPROVED:

_____
Russell E. Teague, M.D.
Commissioner of Health

LOCAL BOARD OF EDUCATION POLICIES AS THEY RELATE TO TITLE I STAFF MEMBERS

All local school board policies apply to all Title I staff members. For example, if the local school board decides to count Christmas Day as one of the four holidays, then Title I staff members should be paid for the day the same as regular staff members. If regular classroom teachers are assigned early and late supervisory duties, then Title I staff members should be assigned similar duties.

Where summer school programs are conducted as a part of the Title I program, the local school board could make arrangements to count July 4th as a holiday and pay staff members for the day.

Certification requirements of the State Department of Education shall govern all positions staffed under Title I. If the Local Educational Agency has questions pertaining to current certification requirements, the Agency should contact the State Department of Education, Division of Certification.

LUNCHES FOR TITLE I STAFF MEMBERS

All Title I staff members will be required to pay for meals they eat in the school lunchroom. The charge for the meal will be the same as that charged other adults.

TITLE I FILMS

The State Department of Education has two films concerning Title I available to the local school systems. "The Last Generation" is a 16 mm color and sound motion picture that runs about 25 minutes. "Title I - Off and Running" is a 35 mm film strip with an accompanying sound tape that runs about 27 minutes. The local school systems may procure these films by contacting Mrs. Ann Hamilton, State Department of Education.

USE OF TITLE I FUNDS TO SUPPLEMENT SALARIES

Basic Statement

With the passage and implementation of Title I of The Elementary and Secondary Education Act of 1965, a tremendous challenge and burden confronted local school personnel. This is true because of the steps that must be taken to make use of available Title I funds. In view of the added burdens to local school personnel as a result of Title I funds becoming available, the Kentucky State Department of Education has developed the following guidelines to be followed when Title I funds are being used to pay for services rendered.

Guidelines

1. A superintendent, assistant superintendent, director of pupil personnel, or finance officer, may not have his salary increased with Title I funds. This holds true during the period of full-time employment. It does not hold true should one of these four positions be less than full time and should a person filling one of these positions render a service in conjunction with the Title I program beyond the normal employment period.

2. Certificated staff members, other than those filling one of the positions listed above, may have their salaries supplemented with Title I funds provided they render a service in conjunction with the Title I program. This salary supplement must be for services rendered beyond the normal work day.

   a. Staff members who render services in conjunction with the Title I program with the services required beyond the normal work day, week, or school term -for example, a teacher who conducts special classes after hours, on Saturday, or after the regular school term is completed, would be entitled to remuneration for the added service. Such remuneration could come from Title I funds. A librarian could be employed to keep the library open beyond the normal school day. If so, Title I funds could be used to remunerate the librarian provided the services are rendered in conjunction with the Title I program. This point could apply to all certificated staff members other than the four listed in the first point.

b. Principals being required to supervise additional staff members due to the Title I program may have their salaries supplemented. In such instance, the Title I funds could be used to pay the principal for supervisory costs for each additional certificated Title I staff member. The additional salary would be based on the local school board's policy for paying supervisory salaries to principals.

c. Certificated staff members who have a Title I job assignment may participate in an in-service training program financed with Title I funds. Such eligible staff members could have their salaries supplemented with Title I funds.

d. Non-certificated staff members could have their normal salaries supplemented with Title I funds provided they are required to render additional services as a result of the Title I program. This could apply to cooks, janitors, and bus drivers, to cite but three examples.

e. Personnel employed on a contractual basis by a local school system could have their salaries supplemented with Title I funds provided they are required to render extra services as a result of the Title I program.

If a situation arises whereby a local school board determines an extra service is required as a result of the Title I program, the salary supplement must be based on the current salary schedule.

Where possible and practical, local school boards are encouraged to employ additional staff members to render the extra services required as a result of the Title I program. In cases where this isn't possible, the superintendent is advised to contact the Division of Finance or the Title I coordinator's office to discuss the supplementary salary. Any such payments for extra services must have approval from the Title I coordinator on an individual basis. (See the policy statement of the Department of Education put out under the signature of Harry M. Sparks, Superintendent of Public Instruction, dated January 9, 1967.)

CONSULTATIVE SERVICES IN CONJUNCTION WITH TITLE I

Local school leaders in planning Title I programs have seen the need to contract for consultative services. These services include assistance in developing Title I programs, providing workshop experiences for Title I staff members and in evaluating the effectiveness of Title I activities.

In order to assure coordination throughout Kentucky, the following three procedures have been developed to guide local school boards in obtaining consultative services:

1. By contractual agreement with the president of a college or university;

2. By personal contractual agreement with someone other than a college or university professor;

3. By contractual agreement with a private consulting firm.

If the local school board decides to contract with a college or university for consultative services, the following arrangements shall be made by:

1. Identifying the professor(s) or instructor(s) who will render the desired contractual services;

2. Specifying the type services needed, when the services will be required, the amount of time involved, and the fees to be paid for the services;

3. Limiting per diem costs for the consultative services from $50-$75 per day plus actual expenses incurred in travel, lodging, food and supplies;

4. Specifying that per diem and other expenses will be paid directly to the institution providing the consultative services.

Exhibit "A" is a sample contract from which should be used for contracting with a college or university for consultative services.

If the local school board decided to make direct arrangements with someone other than a college or university professor or a private consulting firm, the following arrangements will be made by:

1. Specifying the type of services needed, when the services will be required, the amount of time involved, and the amount to be paid for the services;

2. Establishing per diem for the consultative services upon the basis of the special services of the consultant--but will be within the range of $50-$75 per day plus actual expenses incurred in travel, lodging, food and supplies;

3. Providing that per diem and other expenses will be paid directly to the individual or the consulting firm.

Exhibit "B" is a sample contract form which should be used when consultative services are provided by someone other than a college or university professor or a consulting firm.

Regardless of the procedure followed, a contractual agreement should not be entered into prior to approval of the Title I Project Application by the Kentucky State Department of Education.

EXHIBIT "A"

Personal Service Contract
Consultant Services

THIS AGREEMENT, made and entered into on this ___day of _____, *19*___, by and between _____, _____, (College or University) Kentucky, hereinafter referred to as the First Party and the _____ Board of Education, _____, Kentucky, hereinafter referred to as the Second Party:

WHEREAS, the Second Party, in the exercise of its lawful duties, had determined upon the necessity of the performance of the following described functions, to wit: The need for special consultative services in conjunction with the Title I program for the Board of Education of _____.

NOW, THEREFORE, it is hereby and herewith mutually agreed by and between the Parties hereto as follows:

1. The First Party agrees to furnish special consultative

services according to the desires of the Second Party as follows:

a. To assist in the development of a Title I program;

b. To conduct a workshop or a series of workshops locally for Title I staff members;

c. To assist Title I staff members select materials, supplies, and equipment;

d. To assist in the evaluation of Title I activities and services.

2. For the services hereinabove set forth the Second Party agrees to pay to the First Party, in the manner herinafter described, the sum of _____($_____ per day), payable monthly upon receipt of appropriate billings. Other allowable expenses to include travel, lodging, supplies and food costs shall be paid monthly upon the receipt of appropriate billings.

3. The First Party hereby assures the Second Party the special consultative services will be rendered by the professor(s) identified by the Second Party. The special consultants cannot be changed except by mutual consent of both parties.

4. The period in which the subject services are to be performed is from _____,19___to_____,19 ___.

5. Either party shall have the right to terminate and cancel this agreement at any time upon thirty (30) days written notice served upon the other party.

FIRST PARTY:

By _____
President

_____
College or University

SECOND PARTY:

By _____
Authorized Officer

_____
Board of Education

EXHIBIT "B"

Personal Service Contract
Consultant Services

THIS AGREEMENT, made and entered into on this ___day of _____, 19___, by and between _____, hereinafter referred to as the First Party, and the _____ Board of Education, (Name of Individual or Firm)
_____, Kentucky, hereinafter referred to as the Second Party:

WHEREAS, the Second Party, in the exercise of its lawful duties, had determined upon the necessity of the performance of the following described function, to-wit: The need for special consultative services in conjunction with the Title I program for the Board of Education of_____.

NOW, THEREFORE, it is hereby mutually agreed by and between the parties hereto as follows:

1. The First Party agrees to furnish special consultative services according to the desires of the Second Party as follows:

   a. To assist in the development of a Title I program;

   b. To conduct a workshop or a series of workshops locally for Title I staff members;

   c. To assist Title I staff members select supplies, materials, and equipment;

   d. To assist in the evaluation of Title I activities and services.

2. For the services hereinabove set forth, the Second Party agrees to pay the First Party, in the manner or method hereinafter described the sum of_____($_____ per day), payable upon the receipt of appropriate billings. Other allowable expenses to include travel, lodging, supplies and food costs shall be paid upon the receipt of appropriate billings.

3. The period in which the subject services are to be performed is from _____, 19___ to _____, 19___.

4. Either party shall have the right to terminate and cancel this agreement at any time upon thirty (30) days notice served upon the other party.

FIRST PARTY

By _____
Special Consultant

SECOND PARTY

By _____
Authorized Officer

_____
Board of Education

EXPENSE VOUCHER

Consultant Services

NAME _____

ADDRESS _____

_____

COLLEGE OR UNIVERSITY: (If Applicable)

_____

DO NOT FILL IN

Date Paid _____,19___

Check Number _____

Voucher Number _____

Project Number _____

PURPOSE OF TRAVEL _____

FROM _____ TO _____

FROM _____ TO _____

TRAVEL EXPENSES: (Please attach receipts)

Mileage: _____ (@ 8¢ per mile)

Taxi: _____

Toll: _____

Parking: _____

Railroad: _____

Baggage Tips: _____

Bus Fare: _____

Other (Identify):

Car Rental: _____

Sub-Total $_____

MEAL EXPENSES: (Attach receipts for each meal over $2)

Breakfast $_____ Lunch $_____ Dinner $_____ Tips $_____

Sub-Total $_____

LODGING: (Attach receipts)

___Nights @ $___per night

Sub-Total $_____

SUPPLIES: (Attach a list and voucher denoting payment)

Sub-Total $_____

Grand Total $_____

Approved For Payment By _____

Date Approved_____, 19 ____.

GUIDELINES FOR THE USE OF TITLE I FUNDS TO PAY FOR EDUCATIONAL TELEVISION INSTALLATIONS

Background Information

Title I funds must be used to finance special education programs geared to meet the most pressing needs of educationally deprived children residing in a concentration area of low-income families. Each eligible local school system is required to identify the target or project area(s). Once the target area(s) has been identified the Title I funds may be used to finance any activities, instructional or supportive, necessary to effect the educational program for educationally deprived children.

Educational television may be considered as a supportive service when developing a Title I program. It should not, however, be considered the major activity area of the Title I program.

Educational television is currently available to numerous local schools in various sections of Kentucky. When the state network for educational television is completed, all school districts will be in a position to use this medium.

To assure compliance with provisions of The Elementary and Secondary Education Act of 1965, the Kentucky State Department of Education has developed guidelines pertaining to the possible use of Title I funds for educational television. The guidelines apply to installation costs, membership fees, and funds for supplementary materials.

Guidelines:

1. Title I funds must be used to finance special educational programs in the eligible target or project attendance areas designated by local school officials.

2. The local school personnel charged with the responsibility of developing the Title I program must first of all determine the most pressing needs of educationally deprived children within the target or project area(s). Needs in this instance refer to major instructional area(s). Major instructional area(s) refers to reading, arithmetic, science, social studies, etc.
   Once the major instructional area(s) has been identified, the supportive services and activities should be identified. Since

educational television is considered as a supportive service, the Title I program description must contain in detail what role it will play in the Title I program serving educationally deprived children in the target or project area(s).

3. If educational television is identified as a supportive service within a Title I program, then all installation costs may be borne with Title I funds.

4. Receiving sets may be purchased only for those areas where the Title I project assignment is to be implemented. This may be done in all target or project area schools.

5. An enrollment fee for each student enrolled in a class receiving instruction by educational television is required in certain instances. Where enrollment fees are required, Title I funds may be used only to pay the fee for students specifically identified as participants in a Title I program.

6. Title I funds may be used to purchase necessary manuals and related instructional materials.

7. A Title I program containing a provision for educational television must have a single-line drawing of the proposed installation attached. The drawing must be prepared by an architect. The architect should provide a budget estimate of the installation costs.

8. After the educational television proposal has been approved by the State Department of Education, the local school superintendent will be required to contact the Division of Buildings and Grounds. Forms pertaining to construction or remodeling must be completed at the local level and approved by the Division of Buildings and Grounds.

9. Fiscal Year 1967 Title I funds may not be used to pay for educational television installation costs unless the telecasts will be available for use during the 1966-67 school term.

10. A local school district should give serious consideration to the use of NDEA, Title III funds for the installation costs of educational television. These funds are available for all schools on a fifty-fifty matching basis.

GUIDELINES FOR TEACHER AIDES

The use of teacher aides with Title I funds must be justified on the basis of their proposed role in the services to be performed for the educationally disadvantaged students. Aides must be used as non-professional help, and they must not be used as a general aid to the entire staff of any district or school. Aides can only be justified for those teachers who have job responsibilities under Title I.

It is imperative that a comprehensive in-service program for aides be instituted in any school district where teacher aides are employed. The following suggestions are not all inclusive; however, it is essential that several of the suggestions be implemented:

1. The aide should receive the following training:

   a. The aide should receive training in the instructional program. The duties and responsibilities of the aide should be spelled out in detail. The aide must understand that he or she is a non-professional staff member and as such he or she cannot assume formal instruction responsibilities.

   b. The aide should be aware of his or her legal standing as a member of the staff. The aide should also be aware of the legal limitations placed upon him or her.

   c. The aide should know how to operate and how to perform perfunctory maintenance (changing bulbs etc.) on all the instructional equipment in the school's program.

   d. The aides and the teacher the aides serve should be brought together in training sessions devoted to aide-teacher relationships. The aide cannot effectively serve a teacher unless he or she thoroughly understands his or her role and the role of the teacher. Likewise, the teacher must thoroughly understand the role of the aide in his or her classroom if the teacher is to be effective in teaching and getting the right kind of help from the aide. In short, if the teacher-aide unit is to be effective, both of the elements in the unit must know precisely what it is they are doing.

2. Don'ts for aides:

   1. Do not use aides as substitute teachers.

   2. Aides must not give or direct formal instruction.

For additional information regarding the use of teacher aides you are referred to Teacher Education Circular #218, Teacher Aide Programs, a publication of the Division of Teacher Education and Certification in the Bureau of Instruction.

SUMMER SCHOOL GUIDELINES

The National Advisory Council on the Education of the Disadvantaged Children reports that they believed that summer programs " ... can have special beneficial effects on the year-round success of Title I programs which can be attained in no other way. Summer schools ...provide an atmosphere of experimentation and innovation by freeing teachers from the rigid 'winter school' requirements of fixed schedules and prescribed texts. By reducing pupil teacher ratios, summer programs invite the development of closer, warmer classroom relationships. Finally, ... they enable intensive programs of teacher training."

Summer schools in Kentucky during 1966 were very successful. The reasons are obvious. Teachers were chosen more selectively; the pupil-teacher ratio was often 10 to 1; there was de-emphasis on grades that label a student a failure; and teachers were able to depart from prescribed texts and try new materials. If a summer school is to be successful, it cannot be just a continuation of the rigid "winter school." A summer program must be flexible; the children should enjoy it-have fun; a wide range of activities must be planned; teachers must have time to participate in an effective in-service program geared to the needs of the children and the objectives of the summer program.

The following types of services may be instituted. However, this list is not all inclusive. Each local school system is urged to establish its priority of needs and to formulate its services and goals based on those needs.

Nutrition.	A large proportion of the children who qualify for Title I aid are malnourished. Where needed a breakfast, mid-morning snack, and lunch should be considered. It may be that all three of these services might be offered.
Health & Medical Care.	During the summer, plans could be made and carried out for complete medical examinations, treatment, and immunization.
Summer Camps.	Such programs might profitably use existing school facilities or use camps not a part of public school systems, neighborhood houses, churches, labor unions, fraternal organizations or service clubs. A program could be a flexible combination of remedial and enrichment classes, sports, arts and crafts, music, cooking, nature study etc...
Cultural Enrichment.	Field trips, arts and crafts, music films, studies in social and geographical subjects.
Remedial and Make-Up Classes.	Whenever possible, remedial and make-up classes should constitute only a part of the overall creative summer program. Too much concentration during the summer on the very subjects which represented failure and frustration during the school year may only further discourage youngsters. However, well-planned remedial classes, held to small numbers and involving careful diagnosis of the needs of individual children, can be very helpful to many boys and girls.
Teacher In-Service.	A major emphasis might be placed on specialized training for teachers during the summer. Such a program might ease problems of recruiting trained personnel to staff Title I positions. A regular program of comprehensive local in-service training should be implemented for teachers and aides before, during and after the summer program.
Summer School Costs.	There may be federal funds other than Title I funds available to a local school system for summer school purposes. Often such an item as transportation costs can be shared between Title I and other federal programs. Every effort should be made by the local school system to procure and coordinate various federal programs to implement an on-going program for its disadvantaged students.

PROCEDURES FOR AMENDING TITLE I PROJECTS

I. Budget Information

Code	Amount Originally Budgeted	Amount Actually Needed	Difference (+) or (-)

II. Proposed activities and services to be financed with additional Title I funds. This should be stated specifically.

III. Budget for proposed changes.

Special Notes Regarding Title I Amendments

1. An amendment is required whenever there is an increase or decrease in the total number of staff members originally approved in the project.

2. An amendment is required whenever changes would have an appreciable effect on the size, scope, and quality of the project.

3. An amendment is required whenever the local school system desires to purchase supplies, materials, and equipment not in accordance with the original intent of the project.

4. Activities and services described in the amendment should serve to strengthen the activities and services originally approved. They should not represent additional instructional or service areas except under extreme circumstances.

5. The Part II, Project Application Form will have to be revised. This, however, should not be done until the amendment has been evaluated at the state level and the local school board has been notified of approval or disapproval of the amendment.

6. Top priority should be given to services that will directly affect the deprived students rather than requests for additional supplies, materials, and equipment. These additional items will be considered where the project, as originally approved and is actually being implemented, provides for professional staff members to serve the deprived students. Funds originally approved for salaries may not be converted to materials, supplies and equipment unless it can be definitely determined such items will contribute to the quality of the program.

SAMPLE TITLE I AMENDMENT

I.

Code	Amount Originally Budgeted	Amount Actually Needed	Difference (+) or (-)
100	$ 3,500.	$ 3,200.	+ $ 300.
200	22,865.	20,865.	+ 2,000.
300	850.	1,000.	- 150.
400	5,350.	5,415.	- 65.
		Total:	+ $ 2,085.
Additional amount available as a result of full grant becoming available			4,300.
		Total Amount Actually Available:	$ 6,385.

II. Proposed Activities and Services

The Title I Project Application originally submitted contained provisions for the following services:

1. Reading Services
2. Library Services
3. Guidance Services
4. Food - Lunches

Since the project has been implemented the Title I staff members agree that the following additional services are needed:

1. One additional reading teacher
2. Additional supplies for the reading program
3. Increase the guidance counselor from one-half time to full time employment for 10½ months.
4. Provide funds to be used for workbook fees for students who cannot afford to pay them.

The reading services and guidance services will be carried out in the same manner described in the original project. The additional reading teacher will be placed at the Coretown Elementary School.

III. Budget for Proposed Changes

Code	Activity	Salary	Contracted Service	Other
215	Reading teacher 6 mos @$550 per month	$3,300		
216	Guidance Counselor one-half time for 6 mos. Full time for one mo. ($275x6)($550x1)	$2,200		
255-256	Supplies to include paper, ditto master units, fluid & workbooks			$ 500.
812	Teacher Retirement ($5,500 x 7%)			$ 385.